



# Annual Implementation Plan 2023



The 2023 AIP was endorsed by the School Council on Monday 20 February, 2023.

Tracy Egan  
Principal

Amy Swalwell  
School Council Chair

Steven Vincent  
Assistant Regional Director

**We acknowledge the Traditional Custodians** of this land, waterways and seas.

We pay our respects to their ancestors and Elders of the past and present, and their continued determination to keep culture alive and strong.

# 2023 Priorities

## Priority 1 Educational achievement

Deliberate, high-impact pedagogical decisions in response to formative assessment.



## Priority 2 Wellbeing & Engagement

A whole school approach to *regulation and restoration*.



<p><b>Priority 1 - Clarity</b>                      Developing staff capability to use <b>deliberate, high-impact pedagogical choices in response to formative assessment</b></p>	<p><b>Priority 2 - Connection</b>                      Developing a whole school approach to <i>regulation and restoration</i>.</p>	<p>Clarity &amp; Connection for <b>ALL students</b></p>
<p>Led by – Kylie Vaughan (DP), Ben Mills (DP), Suzette Holm (HOD-C), Jess Rivett (HOD-C)</p>	<p>Led by Martin Winney (DP), Melinda White (DP), Emma Crawshaw (GO)</p>	<p>Led by Ellaine Warner (DP), Michelle Alcorn (DP), Danielle O’Brien (DP)</p>
<p>Supported in each year level by                      Pedagogy mentors                      Digital Innovation Champions</p>	<p>Supported in each year level by                      Behaviour Champions</p>	<p>Supported in each year level by                      Inclusive Learning Teachers                      First Nations Champions</p>

## Educational Achievement

Priority 1 - Improve student learning by developing staff capability to **make deliberate, high-impact pedagogical choices in response to formative assessment.**

Strategy	Led by	Actions	Evidence of Impact
Build teacher capability in a range of pedagogical approaches using a tailored approach to staff needs	Kylie Vaughan Ben Mills Suzette Holm Jess Rivett	<ul style="list-style-type: none"> <li>• Build a shared understanding of a wide range of high-impact pedagogical approaches (including focussed instruction, guided instruction, collaborative learning, independent learning and inquiry)</li> <li>• Strengthen teacher decision-making regarding which specific pedagogical choices are used and why and the impact of those choices on student learning</li> <li>• Engage a pedagogy mentor for each year level 0.2 and enhance their capability to respond to teachers as learners (1.4 FTE and release time fund)</li> <li>• Co-plan lessons in response to formative assessment at PLCs weekly (Additional release staffing funded through I4S)</li> </ul>	<p><u>Teacher and student behaviour</u></p> <p>Increased articulation of impact of pedagogical decisions</p> <p>Improved Teacher confidence through term survey</p> <p>All teachers using Writers@Work process</p>
Improve writing outcomes through deliberate pedagogical decisions	Suzette Holm	<ul style="list-style-type: none"> <li>• Build staff capability to respond to learners and learning in Writing including:               <ul style="list-style-type: none"> <li>○ trialling the new Writers @ Work</li> <li>○ supporting teachers to provide different kinds of feedback for different purposes during the writing process</li> </ul> </li> </ul>	<p>Increased student stamina when writing</p>
Enhance student's ability to apply maths understanding in unfamiliar and complex contexts.	Jess Rivett	<ul style="list-style-type: none"> <li>• Further develop and embed staff capability to respond to learners and learning in Maths including:               <ul style="list-style-type: none"> <li>○ creating and using formative assessment tools and strategies with increased precision to cater for the range of learners</li> <li>○ pivoting within lessons</li> <li>○ utilising a wide range of contexts within lessons for students to apply and transfer understanding</li> <li>○ using 'unseen' assessment questions for each summative task</li> </ul> </li> </ul>	<p>Observations showing stronger use of formative assessment resulting in more precise differentiation</p> <p>Teachers providing opportunities for students to apply learning in complex and unfamiliar contexts.</p>
Develop staff capability to use formative assessment to inform teaching choices	Kylie Vaughan	<ul style="list-style-type: none"> <li>• Develop and embed shared understandings of Formative Assessment techniques to elicit evidence and provide effective feedback to students</li> <li>• Enhance teacher capability to use formative assessment to differentiate for the range of learners</li> </ul>	

Strategy	Led by	• Actions	Evidence of Impact
Further embed teacher capability to make learning visible for students	All SLT	<ul style="list-style-type: none"> <li>• Further embed consistency of practices (e.g. BIUW, LI, SC) for all teaching staff, including Specialists and new staff members</li> <li>• Engaging leaders and teachers in Learning walk and talks to support, challenge and grow a schoolwide consistent approach</li> <li>• Partner with the CFN and MHSSC to share and challenge current practices</li> </ul>	Students able to describe how to be successful and access resources independently.

## Other strategies to support Educational Achievement

Strategy	Led by	Actions	Evidence of Impact
Enhance the use of digital pedagogy	Ben Mills	<ul style="list-style-type: none"> <li>• Investigate ways to use innovative digital pedagogical practices to respond to learners and learning</li> <li>• Investigate and embed ways to use digital pedagogical practices to innovate on current teaching practices</li> </ul>	Students using devices to enhance learning and engagement
Further embed moderation practices	All SLT	<ul style="list-style-type: none"> <li>• Utilise the Before After After End Model of moderation to ensure consistency of judgement</li> <li>• Partner with a range of other schools to ensure consistency of judgement</li> </ul>	All teachers regularly engaged in the moderation cycle
Review curriculum plan to align with V9 of AC in preparation for 2024 implementation	Suzette Holm Jess Rivett	<ul style="list-style-type: none"> <li>• Review existing year level and unit plans and adapt to align with V9 of the Australian Curriculum in preparation for 2024 implementation.</li> <li>• Rewrite marking guides and scales to align with V9 Australian Curriculum in preparation for 2024 implementation in some learning areas.</li> </ul>	Staff engaged in reviewing V9 AC

## Targets

2023 Year level	English % C & Above		English % A/B		Maths % C & Above		Maths %A/B	
	English Sem 2 2022 For cohort	English Sem 2 2023 Target	English Sem 2 2022 For cohort	English Sem 2 2023 Target	Maths Sem 2 2022 For cohort	Maths Sem 2 2023 Target	Maths Sem 2 2022 For cohort	Maths Sem 2 2023 Target
Prep		90		65		95		82
Year 1	89	92	60	68	94	96	80	82
Year 2	96	97	81	83	98	98	88	89
Year 3	96	97	83	85	97	98	90	91
Year 4	93	95	66	68	94	96	79	83
Year 5	97	98	64	68	95	97	68	72
Year 6	97	98	65	68	98	99	71	73

## Engagement & Wellbeing

Priority 2 - Improve student learning, wellbeing and behaviour by developing a whole school approach to *regulation and restoration*.

Strategy	Led by	Actions	Evidence of Impact
Embed universal practices	Emma Crawshaw Melinda White Martin Winney	<ul style="list-style-type: none"> <li>Continue to promote embedded universals across the school</li> <li>Monitor fidelity of universals with connection walk and talks each term</li> <li>Engage all teachers in solution planning each term and utilise behaviour champions to support team and monitor impact.</li> <li>Further utilise SETs and knowledgeable others to build staff capability to think functionally and plan for students in Tier 2 &amp; 3 through profiling, using FBAs and developing IBSPs</li> </ul>	<p>Universals embedded across all classrooms.</p> <p>Staff Confidence in Regulation and Restoration Practices improve across the year.</p>
Develop a whole school approach to regulation and restoration.	Emma Crawshaw Melinda White Martin Winney	<ul style="list-style-type: none"> <li>Develop a shared understanding of regulation and restoration through BSEM Professional Development for SLT, Behaviour Champions, SETs, Inclusive Learning Teachers and a selection of teachers and teacher aides (I4S Funding)</li> <li>Develop a BSEM action plan to implement learnings</li> <li>Develop staff capability to implement strategies to support regulation and restoration through the use of Behaviour Champions and Student Engagement Teachers</li> <li>Increase SWO allocation to full time (I4S Funding)</li> </ul>	

## Other strategies to support Engagement and Wellbeing

Strategy	Led by	Actions	Evidence of Impact
Reduce students attending less than 85% to improve overall attendance	All SLT	<ul style="list-style-type: none"> <li>Case management of students attending less than 85%</li> </ul>	90% school attendance rate
Embed staff wellbeing framework	Melinda White	<ul style="list-style-type: none"> <li>Embed staff wellbeing framework through regular staff meetings and communication</li> </ul>	Maintain or improve staff morale (SoS)
Review water safety program and respectful relationships	Martin Winney	<ul style="list-style-type: none"> <li>Review existing approach ensuring alignment to DoE policy and best practice.</li> <li>Ensure community consultation in decision-making</li> </ul>	Water Safety + Respectful Relationships Program adapted and implemented

## Targets

<b>Item</b>	<b>2022 Results</b>	<b>2023 Target</b>
Student Disciplinary Absences	88	Less than 85
Parents School Opinion Survey Student Behaviour is well managed at this school	85%	87%
Student School Opinion Survey Student Behaviour is well managed at this school	81%	83%
Staff School Opinion Survey Student Behaviour is well managed at this school	85%	87%
Attendance	88%	90%

## Culture & Inclusion

Improve student learning, wellbeing and behaviour by implementing a whole school approach to **differentiation & inclusion**

Strategy	Led by	Actions	Evidence of Impact
Strengthen differentiated, focussed and intensive teaching	Ellaine Warner Michelle Alcorn Danielle O'Brien	<ul style="list-style-type: none"> <li>Strengthen Differentiated Teaching through the planning cycle, gathering evidence including formative assessment</li> <li>Strengthen Focused Teaching through co-teaching, formative assessment and Potentials/SCMM/U2B/Inclusion (including embedding enriched learning opportunities in all classes – Maker Model, personal projects)</li> <li>Strengthen Intensive Teaching through capability building and decision making for identified students eg Literacy, Numeracy, Behaviour, EAL/D, enrichment etc identified in CID meetings</li> </ul>	Increased confidence of staff to differentiate and make reasonable adjustments indicated in teacher confidence survey
Develop staff capability to plan, enact and record reasonable adjustments	Ellaine Warner	<ul style="list-style-type: none"> <li>Provide support for staff to plan, enact and record reasonable adjustments</li> <li>Strengthen whole school process for evidence of enactment</li> </ul>	PLRs capture reasonable adjustments and reviews
Review Reach Program	Michelle Alcorn	<ul style="list-style-type: none"> <li>Partner with a knowledgeable other to review the Reach Program including consultation with staff and parents.</li> </ul>	Reach Program reviewed and adapted
Strengthen relationships with First Nations Families and drive improved outcomes for Aboriginal and Torres Strait Islander students	Danielle O'Brien	<ul style="list-style-type: none"> <li>Embed opportunities to meet with First Nations families, strengthening the partnership and celebrating culture</li> <li>Case management of First Nations students not yet realising their potential</li> </ul>	Improved student outcomes for SWD and First Nations students in English and Maths

## Targets

Item	2022 Results	2023 Target
Students with Disabilities % C and above English	83%	85%
First Nations Students % C and above English	81%	85%

## Leadership

Strategy	Led by	Actions	Evidence of Impact
Enhance leadership density and capability	Tracy Egan Martin Winney	<ul style="list-style-type: none"><li>• Align all SLT to priority area to drive improvements</li><li>• Develop a wraparound team in each year level aligned to priorities leads, developing leadership density</li><li>• Provide external coach to all DPs and BM</li><li>• Develop clear roles and responsibilities for teacher leaders</li><li>• Provide support and opportunities for teacher aspirants</li></ul>	Confident, capable workforce